

Development of Youth Mediasavodkhanism Theoretical Foundations of Psychology

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Abstract:

One of the psychological foundations of youth media literacy development includes self-awareness, understanding of one's morals, emotions and thoughts. In this article, the thoughts on the formation of the psychological foundations of the development of media literacy of young people in the educational system and the formation of their critical thinking are analyzed. Relevant opinions on the topic of this article are summarized and appropriate suggestions and recommendations are given regarding the existing problem.

Keywords: Psychological outlook, media literacy, media language.

Introduction

The global goal of the world education system is to prepare the younger generation for full participation in all aspects of society's life. In this case, the educational process is organized taking into account the peculiarities of the development of a modernized society, as well as the process of globalization. Many media products and Mass Communication Systems created with the help of modern media are leading to a radical change in the way of life of mankind, as well as the worldview of the individual. In order for such an information environment to function effectively, one of the most necessary basic competencies in any specialist should be mediasavodkhanism. Mediasavodkhanism is characterized as the ability to adequately deal with media-information flows in the global information space, search, analyze, critically evaluate and create existing mediamatns. Taking into account these aspects, the higher education system should meet the needs of society for critical thinking, mediasavodkhan specialists who can effectively use mediamuhiti in solving various professional, social and personal problems.

LITERATURE SHERH AND STYLES

At this point, if we look at the border between mediata and mediasavodkhanism, they are very smooth and interchangeable with each other. Many scholars have given the idea that mediasavodkhanism is the result of mediation. They included K.Vorsnop, V.Gura,



V.Monastrsky, A.Korochensky, J.Panjente, S.Penzin, I.Rozer, D.Syuss, L.Usenko, T.Scientists like Shak include.

D.And according to Lemish, it is impossible to reveal the essence of them by correlating mediasavodkhanism and mediata. Mediata is a much more comprehensive concept. A.V.Fedorov, on the other hand, says that mediasavodkhanism and mediata should not be separated from each other in the opposite way.

ANALYSIS AND RESULTS

In today's globalized world, information is increasingly showing that it is a strategic resource of its own. This situation is especially evident in the areas of international relations, security. After all, the role of new information technologies in explaining the theory of modern international relations is very important. There are many definitions of information, most of which emphasize the state of information being directed to a specific purpose and protected as a holistic system.

One of the main directions of the process of informatization of the current society is the informatization of Education. The processes of providing the educational sphere with the practice of effective use and creation of new ICT tools aimed at methodology, psychological and pedagogical implementation of teaching goals are informational education[1; 32].

Of course, a person is exposed to conflicting information in the process of working with media. In these cases, the user of information must form the skill of searching for information from various sources. This sets the stage for the evaluation of new information through existing knowledge as well as the formation of personal views.

The term "Media" (Latin – medium, i.e. means, intermediary, method) means a means of information and communication of various manifestations, it is the creation, copying, dissemination of information. Media content also includes technical means of information exchange between authors and public audiences. Media primarily refers to media (newspapers, television, radio, news agencies, the internet and hakazo), and secondly, it is used to designate mediacontent i.e. news, advertising announcements, electronic games and movies. It also denotes mediacontent producers, journalists, photographers, mediacompany. The audience that uses it interacts differently with technology, content and media producers. In addition, the media also performs the entertainment function, offering users various spaces, including virtual space, so that they can actively participate[2; 45].

The influence of media on the development of modern society increases year after year, through which people socially and mentally perceive and evaluate environmental reality. Among the main aspects of modern media, researchers include creativity (creativity, creativity) and innovation[3; 77]. Media Media are communication channels that recommend Entertainment offers specifically and aimed at a wide audience, carry out a large number of and expressive functions aimed at the dissemination of news, information and advertising information. In most cases, experts see exactly this description in the context of the term media. Nevertheless, there



is also a narrow content of this occupation. Some researchers, in the content of this term, refer precisely to the media as a separate information environment, while others – to the specific information carrier. As a communication channel, media includes print and electronic media, including the Internet, external means of advertising, postal distribution i.e., the relationship between the seller of goods or services and the consumer.

At this point, referring to mediasavodkhanism, it refers to the importance of owning information, evaluating it and using it in compliance with ethical rules. Mediasavodkhanism emphasizes understanding media functions, assessing the quality of the implementation of these functions and self-expression, as well as initiating mental rational cooperation with media to participate in social processes. Mediasavodkhanism is associated with the conscious formation and development of mutual cooperation skills, regardless of the technologies used in the information space.

In the process of exploring ideas about the concept of "mediaavodkhanism" (medialiteracy), Western mediashunos have commented that this concept helps people to look at it with a critical perspective in understanding the content of medias in their lives. B.Dankan believes that mediasavodkhan says that a person should have a critical and analytical approach to assessing mediamatns, a resistance to the process of manipulation in relation to the elements of "mass culture", as well as a Critical Distance[4;15]. S.Vorsnop defines mediasavodship as the process of interpreting, creating and analyzing mediamatns[5; 179]. R.Kubey, on the other hand, said that mediasavodkhanism is the ability for a person to receive, analyze, evaluate and transmit information and information in various forms[6; 2]. The International Encyclopedia also defines the term mediasavodkhanism, which states that mediasavodkhan is the process of preparing a person to understand the socio-cultural, political context of the media operating in the modern world, in coded and representative systems, to perceive, create, analyze, evaluate mediamatns[7; 494]. P.Aufderheid and S.Feurestons can be human mediasavodkhan during each of their lives, an action that encourages people to understand, create and evaluate the content, cultural significance of audiovisual and printed texts[8; 1] have been described as.

Mediasavodkhanism covers a wide variety of concepts including: free-statement literacy, news literacy, Computer Literacy, Library literacy, internet literacy, literacy in digital technology, film literacy, literacy in the use of electronic games, television literacy, literacy in advertising. There is a connection between these concepts. Many of them have been the subject of various controversies and have been used differently depending on the professional context or cultural practice of this or that user community.

Discussions

Based on literature analysis, the information learning environment is researched in four ways. These are philosophical, socio-political, pedagogical and psychological aspects, and this process involves such directions as the use of Information Communication Technologies in



education and the organization of media education, and at the same time the formation of mediation in students.

The importance of mediation in the formation and development of mediasavodkhanism is great. This gives new knowledge to both the educator and the learner in the process of dialogue and communication. This is given in detail in the following chapters. At this point, let's dwell on the main elements of mediasavodkhanism. These are the identification and expression of the need for information; the qualification of access to information and its reception; the assessment of information; the systematization of information; the use of information following ethical standards; the transmission of information; it consists in the formation of skills for working with ICT in information processing.

Mediasavodkhanism is, first of all, the role and tasks of the media in a democratic society and the understanding of what tasks it can perform in what conditions. Based on its specific tasks, it is necessary to critically evaluate media content, a person must move in conjunction with the media in order to analyze himself and participate in democratic processes. The formation of the necessary qualifications for usufruct content, in which, in principle, it is important to work with information communication technologies.

The extirpation to the formation of information education and mediasavodkhanism appeared in the 60-70s of the last century after the occurrence of an information explosion. The development of television was intended to protect young people from large amounts of information without supervision. At this stage, a protective theory in a cultural direction is considered important. In this, it protects against the "aggression" of the media. Television programs included a cinematic orientation on one side and a journalistic and aesthetic orientation on the other. The question of a cultural approach arises in this regard. During its development, the cultural approach directly depends on the development of the media. It grows in the psychological, social and political aspect. His chief conceptual approach became the theory of "critical thinking". Today, the Internet is transmitting uncontrolled information as a source of information dissemination. Mediamahsulotes are also similar to goods, they are an intangible product. Spiritual feed requires more attention when encouraged in the process of consumption. The consumption of mediamahsulot as it is, is compassionate to spiritual values.

Conclusion

The segment in which young people receive the most mediamahsulotes. So every modern guy-girl should grow up knowing the content and basis of the media market. This is a requirement of the age of intellectual information, a condition of modernity.

In the process of reading mediamatns, watching mediamahsulot, young people need to understand their content. Especially important are the analysis, evaluation and self-creation of mediamahsulotes, their understanding of social, spiritual, ideological, context. It depends on the degree of mediamadanity and mediasavodkhanate of a person.

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